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ABSTRACT

That the instrument of education in any civilization or nation, and in particular the British West Indies relfects the totality of that civilization and vice versa is the thesis of this paper. The instrument of education reveals a structure and a profile with the following components: a design and a structure, a philosophy, a psychology, a system of objectives, a concept as to the nature of man, the structure of subject matter, the relevant versus the irrelevant, a value system, a concept of society, and the product or end result relfecting the utility of the instrument used for behavior modifications of the agents. A subsidiary thesis in this research is that nothing remains the same, and the only certainty is change itself - continual change. The research reviews the strategy of colonialism and imperialism around 1835 to the present in such countries as Trinidad and Tobago and in all of the British West Indies as reflected in the school curricula. The curriculum is an instrument resulting in a product or outcome which is revealed in the curricula field of the student-centered approach and the society-centered approach culminating in the processes of individualization versus socialization or a capture and rupture of the human mind by imperialistic techniques for economic exploitation. (Author/AM)

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A HISTORICAL PERSPECTIVE:

Curriculum Development and Instrumentalism in the Educational System in the British West Indies

by

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Motivated and Dedicated

to

The "Atma" of Freedom: Physical, Mental, Emotional, and Spiritual Via the noble concept of Education - as an Instrument for the fulfillment and development of the Whole-man, the Whole-society and the Whole-universe toward Peace and Happiness for All Mankind

A Note

The pages that follow reflect the type of research that is highly profitable and practical to all mankind everywhere. Here is an aspect of the pilgrimage of man illuminated in a system that is unified, organized and highly coherent (movement) on earth and is revealed through the mechanism of: (1) Instrument (curriculum and education), (2) User of the instrument, (3) Used on whom, to whom, and for what purpose, goal or objective.

The values, attitudes, behavioral patterns and mentality of the Imperalistic, colonial office in England through the colonial administrators appear colorfully and dramatically in the education and curricula patterns that were implemented and perpetuated for those islands under the imperalistic government of England - specifically in the British West Indies.

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A Historial Perspective:

Curriculum Development and Instrumentalism in the Educational System in the British West Indies

> For truly my words shall not be false: he that is perfect in knowledge is with thee. Behold, God is mighty, and despiseth not any: he is mighty in strength and wisdom.
> Job 36: 4-5

This research paper uses the thesis that the instrument of education in any civilization or nation, and in particular in the British West Indies reflects the totality of that civilization and vice versa. This means that the instrument of education reveals: (1) a design, and a structure, (2) a philosophy, (3) a psychology, (4) a system of objective, (5) a concept as to the nature of man, (6) the structure of subject matter, (7) the relevant vs. the irrelevant, (8) a value system, (9) a concept of society, (10) the product or end result reflecting the utility of the instrument used for behavior modifications of the agents.

What is the cultural history of education saying about the basic function of education as an instrument? It is saying that a view down the road of time, from about 6000 B.C. and the earliest civilization of India and the Aryans to the American civilization, education is the instrument used to free man as well as to enslave him spiritually, morally and economically. To illustrate this point, the cultural history of education reveals that the Aryans or "noble people" lived somewhere around the Caspain area before the conventional record of history, but due to the fact of "over-population" and a risen need for trade and expansion because of economic crises, these Aryans invaded the area of the South. They therefore conquered Sumeria in the West, and in the East they also conquered the Nagas people of India. In the process they realized that they were in the minority, and so they developed a system to maintain their control, power, and supremacy over their conquest who comprised the majority, and were of a dark complexion comparatively speaking. This approach to power, conquest, dominion, and rule continues to dominate the imagination of man today, and is vividly seen through the institution of education as an instrument.

The Aryans were white invaders and being a minority among the so-called black or darker skin people in India, they devised a system to maintain their white supremacy by setting up laws and regulations. The color segregation was called "Varna" and with its system of rules and regulations formed the basis of the caste system in the Hindu Religion of the Conquerors.

The Caste System— This social order was divided into four castes; the caste or religion—the Hindu Religion of the Conquerors came about because of Economic Need and Survival. Following are some qualities of the Caste System:

I. Brahman — This is the highest caste and consists of those people who are responsible for the spiritual and educational guidance of society. The Brahman was highly protected by Law in the Hindu society and to strike a Brahman was to force Death.

II. Kshatriya —This caste was responsible for politics, public affairs, war, justice, peace, governmental administration and was sometimes called the "ruling warrior caste."

III. Vaishya — This caste is the merchant caste, and they are involved in industry, trade, and commerce.

IV. Shudra — This caste consists of the laborers and are considered the untouchables or outcasts of society. The black or dark aboriginal people of India, most exclusively fall into this caste, and moreso in earlier times.

The Curriculum — The ancient Indian curriculum emphasized philosophy, religion and rituals, theology, ethics and vocational skills. Philology and grammar were later added and by 500 B.C. scientific explorations revealed itself in the study of physics, chemistry, physiology, mathematics astronomy, geology and psychology. However, the point is that these benefits were for the Brahmans, then the Kshatriya, the Vaishya, but not for the Shudra. They were given no formal education as such, but were trained in household work and laborious occupation. From this base, what is Instrumentalism and Curriculum Development in the Educational System in the British West Indies? Where are we now? Where are we going? Can we achieve the dream of Martin Luther King,

Mahatma Gandhi, Albert Schweitzer and John F. Kennedy — Love One Another: Thou shalt not kill. Of course, the words of Jesus Christ as well as His Life reflected that Enlightenment is achieved through Education —perceiving and behaving while Darkness and ignorance are the result of non-education. The instrument can be used for whatever end is to be attained for by nature man is the most flexible creature and are always in the "process of becoming." e.g. Sparta and Athens

General Background

Now it is time to enter the Empire where it was once said that the sun never sets on the British Empire. Since an empire comprizes of people, institutions and a culture, no one can deny the fact that there is an intricate and vital relationship between an educational system and the social structure of society-economics, politics, religion, ideology-political and social; so too, it is undeniable that the educational system as an instrument is designed towards an end or objective. If a serious student of curriculum development will just look into "comparative curricula" he will sooner or later hypothesize that an authoritarian-colonial-imperialistic political system by its nature reveals:

(1) Secondary schools are non or little comprehensive in scope and structure.

(2) The administration of education is highly centralized as apposed to the decentralization in a democratic system.

(3) The school curricula reflect specilization at a very early age.

(4) Emphasis on subject-centered as opposed to student—centered teaching.

(5) The school system is highly oppressive.

(6) Psychology of learning and recognition of individual differences are ignored in preference to society-centered-goals established by dictatoral regimes.

(7) The absence of "a theory of teaching" is clear for "the art and science of unity in educator-educant-relationship" is absent in preference to a mechanized regimented, and push-button structure.

Instrumentalism (Experimentalism or Pragmatism)

To view education and specifically the aspect of curriculum development in the British West Indies during the period of Emancipation to the present (1833-1975), it is necessary to look at the ideas of one of the world's greatest and most dynamic educator, John Dewey. Some of the major concepts in the educational-philosophical-historical life of John Dewey are: (1) Instrumentalism, (2) The Student, (3) Democracy, (4) Individual Differences, (5) The School, (6) The Scientific Method, (7) Knowledge and Information, (8) Experience and its Nature, (9) Discipline, (10) Freedom.

Instrumentalism is the bedrock of curriculum planning and development because the concept of the Student is of primary importance—the nature of the Student or man, followed by society. To be more specific curriculum is the instrument designed in perpetuating values or culture through the student or man, in the schools, provided by society with specific objectives as to the needs of that society.

Dewey believed that the mind and the body evolved, and ideas are the off springs of experience which are the plans for action for the satisfactory adjustment of man to his environment. The mental process for adjustment is Thinking, and this is the result of felt needs of the Individual or society, which stems from a problem (problem-ccentered). So the instrument of action is the product of the human mind. Dewey believes that "human thinking is social"; it manifests itself in the form of "social milieu." "Social utility," according to Dewey is the test of truth; education and curriculum planning and development are a social institution, and subject to the aspirations and objectives of one culture and society as apposed to another comparaitvely speaking. A school is a miniture society or a mini-system in the overall system of the culture and one is reflective of the other.

John Dewey lived from October 20th, 1859 to June 1st, 1952, a period of ninety-two years. He influenced millions of educators and among them were Kilpatrick, Bode and Brameld. Of course, Dewey was influenced by the theory of evolution (Darwin) and by the Greek "concepts of continual change" (Heraclitus 535-475 B.C.). However, what influenced the British imperialisitic educational system in the British West Indies? The British colonial government debated and passed the Negro Emancipation Act in 1833 in the British parliament in England because slavery as practiced was no longer an economic gain, yet the ideas of mental-slavery was the insidious goal of the planners of freedom from physical slavery or that of being on the plantations of White-Masters. Or was it the situation of "who cares; we the imperialists and colonies bosses have already got the best; now leave the dying ignorant slaves and blacks to solve their problems." No, not totally - the bright idea of using education whereby the educated can be so indocrinated and brain-washed that they can never find or discover themselves, but remain in the maze made for them. In today's world, the "maze" is that of Skinners and the population remain his "rats." Brutal and merciless conditioning at all cost so that "free slaves" now become "robots and mechanized instruments" rather than "thinkers ~~for~~ free thinkers for a free society."

Cultural history of education brings to us the basic motives of planning and developing the educational institution in the form of: (1) survival, (2) religious, (3) political, (4) utilitarian, (5) education for all or mass education, (6) excellence in education-individual and societal centered, and (7) Greater-community or International.

In the British West Indies the situation is quite complex because of the population as as slave-population, and the masters as British imperialistic agents governed by the Imperialistic and colonial oriented policies and practices in England. Nevertheless, the motives that dominated educational planning and development, and in particular

curriculum evolution are those of survival for the Imperialistic powers with focus on economic-political motive. This situation is most clearly revealed through the data that comprise this research paper with an underlying trend of oppression and suppression through the economic-political motive of curriculum planning and development which is only a shift in techniques from "the cruel physical slavery of the blacks" on the estates where the reward of their physical labors was not merely "gratis" but ingratitude and animal-oriented cruelty.

Education for reconstruction must focus on two of the most popular and distinct structure of curricula - the (1) Student-centered and the (2) Subject-centered. Whatever the type of curriculum, the fundamental question lies on the value-system on which the curriculum is based. In philosophy this area of study is called Axiology. Education for reconstruction must be directed to the student because our society has structured our schools by implimentation of a value-system that is next to none. Why is the author saying this? Simply because if you look around our society from the White House to the ghetto is reflected corruption, dishonesty, lack if concern for one's fellow man and a network of forces that manifest decadence and death.

Education without spiritual and moral values is dead. Man is Spirit and Flesh, and his full development can only be realized through the development of the biological and spiritual if social injustices are to be avoided and man or nation is to attain spiritual and material maturity. This maturity can be achieved by recognizing (1) Truth and being Truthful, (2) Spiritual values, (3) Moral values, (4) Value of Excellence through Cooperation, (5) Individual worth, (6) Brotherhood, (7) Love, (8) Peace over War, (9) Respect for all mankind, (10) The commonality of all man, (11) Do to others as you would like them to do to you, (12) A man's worth is not measured in the abundance of his material gains but his character.

Influence of the Colonial Masters

It is now the responsibility of facts to reveal the true nature of the mentality of colonial masters through the Educational System in the British West Indies as to motives of conquest or freedom of the Individual. In the memorable year of 1833 and in the month of June resolutions were passed by the Government of England in the British Parliament for The Act of Emancipation which resulted in Law about three months later. However, until the day of Emancipation there was nothing that can be called an educational system. The majority of the inhabitants were slaves who were never exposed in any form to the blessings of an education, but even when an educational system was structured it was the pattern of that found in England.

As a starting point for education in the British West Indies, the best efforts of the British Colonial Office was to appoint Rev. John Sterling in 1835 to report on the administering of Negro Education after emancipation. Rev. Sterling was an Englishman and to contex the situation it was a century of colonial rule with full control by the Colonial Office in England. In order to best appreciate the chain of command in the doctrine of colonialism and imperialism through the instrument of an educational system or structure, it is logical to begin with the earliest official report directed by the Colonial Office in England. This report is that of the Rev. John Sterling, and is dated 1835.

Report in 1835 by Rev. John Sterling

Rev. John Sterling was appointed by the British Government as special commissioner to advice and report on the beginning of the Educational Adventure in the British West Indies. During the tailend of slavery, and the triumphant entry of the Emancipation Act from resolutions to Law in 1833, Rev. John Sterling gathered reports on education

from the missionaries and religious organizations who were involved in educational efforts during those decades of slavery. Rev. Sterling was appointed to this assignment because of his experience with the conditions of the Negro population, and his ability as to enquiries into education in England and Europe. After a lenghty visit to St. Vincent, B.W.I. where the Rev. Sterling used all his patience in watching the now emancipated Negro population of the British West Indies, he returned to England and wrote his famous report, The Rev. John Sterling's Report, 1835. This effort was the result of the Fifth resolution of the Act of Emancipation in 1833; it reads, "That His Majesty be enabled to defray any such expense as he may incur . . . upon liberal and comprehensive principles for the religious and moral Education of the Negro population to be emancipated."

What has now happened is the emancipation from chains, labor, economic disaster, and physical tortures-physical slavery. But in this jubilant state, the colonization and imperialism of the mind must never be overlooked, because "Education is a change of behavior in respect to a field of perception." If your perceptions are distorted and your "fields" are sterile then your power "to think like free, brave, intelligent, and creative human beings is lost."

Reflections on Sterling's Report, 1835

1. Rev. John Sterling in 1835 pointed out, in essence, that the report indicates that colonial society in the British West Indies will sooner or later be threatened and eventually thrown through the window as soon as the fulness of freedom is realized.

2. In 1835 there were approximately 770,000 people released from Slavery through the Emancipation Act. In the British West Indies there were about 657,627.

3. The power of the emancipated slaves over "their minds and the cultivation of character" is a necessity for a civilized community. This can only be achieved through Education-awakening of the moral and intelligent powers of the mind.

4. Little or no result can be expected in a plan where the Negro child is taken for about three to four (3-4) hours weekly from his hut "where he has been instructed in fraud and lying" and intimated in fragmentary dogmas, hoping for transformation into "character and development of intelligence."

5. Rev. Sterling recommended secondary education for all classes and teacher-education if the instrument of education is to be productive in the British West Indies; government should pay a large part of the cost, e.g. student's expenses, and salaries of teachers.

Report of Patrick Joseph Keenan, Trinidad, W.I., 1869

Joseph Patrick Keenan was appointed by the Colonial British Government to advise on the State of Education in Trinidad, W.I. in 1869. He was Head of the Inspection Board of National Education in Ireland. He was to focus his investigation on the suitability of the totally secular education system started in 1851 which was the existing structure and was supported by Government. Keenan examined about three thousand students, visited about seventy-six schools and was on the island from February 6th to April 8th.

Reflections and Trends of Keenan's Report, 1869, Trinidad, W.I.

1. Local interest in education is reflected by the very poor and deplorable buildings used to house formal education.

2. A Board of Education was functioning for about eighteen years (18 years) and all thats reflective is thirteen (13) school buildings— a discredit to any country or people that acknowledges civilization as an objective of government and the instrument of education.

3. Education as such is nobody's business.

4. The teachers lack the character and intellectual readiness to function adequately.

5. The textbooks are irrelevant; they should be "racy of the colony"-local subject matter should be half of the book and the other half should be general literature.

6. Due to the system after many years of schooling, it is found that the students' minds are reflective of a tabula rasa. This brain-sick

approach to education is of no constructive value.

7. Keenan introduced the "monitor-system" to improve teacher-education as well as a strong curriculum-pedagogy, literature, science, etc.

8. The teachers salary was based on: 1/3 by result of success as determined by Inspector at his annual examination; 1/3 by quarterly report of the school manager; 1/3 by classification, rank or certificate achieved.

9. Numerous moral dejects are a significant part of the charater of the adult Coolie, and the country provides no educational and humanizing forces to improve his character. Recommended, are all opportunities for the full participation of the Coolies in the public system of education.

10. The loss of public confidence in education in the country can only be restored through the reorganization of the Board of Education to include a balanced number of Roman Catholics and Protestants.

11. In respect to Secondary Education it became abundantly clear and progressively distasteful to face the fact that the secondary school curriculum is dictated by the Cambridge Examination under the auspices of the Syndicate of the University of Cmabridge, England since 1862.

12. The yardstick of success in the secondary school is to pass the Cambridge Examination at all cost.

13. Pragmatically speaking it is questionable that the time spent on a "single examination" cannot be more utilitatian-wise spent.

14. Implicit in the reports is the fact that "the classical system of education and style of examination should yield to a" pragmatic and locally relevant system, for development and progress of every student as well as the community.

15. Rote memorization and regurgitation must be eliminated by more meaningful learning experiences. The former is the result of the Cambridge University examinations in most cases.

16. Keenan pointed out that a University of the West Indies should be realized and supported by the West Indian Colonies and should be used as an "examining Agent" for the colonies.

17. Keenan clearly stated that the University Arts' course should include philosophy, moral, logic, political economy, natural science, classics, mathematics, history, modern languages, law, medicine, and engineering and should be patterned after the European Universities.

Report of the Education Commission, Trinidad 1916

The Governor's crew was again functioning in 1916 as an education commission into the State of Trinidad education. Appointment of this commission was in June 1914, and comprised of the British colonial high brass and the government nominated members along with the Principal of Queens Royal College and St. Mary's College. The report was ready after two years and it bluntly rejected the "total package of education in Trinidad for the previous fifty (50) years." Emphasis of the report was not economy as was expected, but the dire need for a practical and highly efficient educational structure so that all Trinidadians can benefit.

The commission also spent a great deal of their time on the paper function of school inspection and administration as opposed to curriculum development. The abolition "of payment by results were ended, and schools were graded by Inspectors with the objective of raising the educational standards." Of course, "the welfare of the island depends on its schools" and so great rhetorical debates were put forward in the name of "action." However, the commission emphasied the progressive reorganization of the programs of agriculture, started in 1900, and advocated that inspection from the Agriculture Department-Ministry of Agriculture was most essential if adequacy in both practice and theory are to be realized; higher salaries were recommended for education officers as well as a need for better qualified officers.

Reflections and Trends of the Education Commission, Trinidad, 1916

1. An acceptable educational system must fully recognize the diversity of religious views if educational reorganization is to flourish and be worthwhile.

2. Courses in agricultural science, teaching-practice, and school management should be improved.

3. The final teachers' examination-Teachers Provisional Certificate should be equivalent to the Cambridge School Certificate in academic

level.

4. In secondary schools the emphasis on the classical curriculum for Cambridge Examination is not relevant to the needs of the island.

5. While it is practical to prepare some capable students for university and professional careers, it is impractical to think that this appraoch is mostly for all students. A large number of students should be prepared for commercial, industrial, argicultural and vocational and technical endeavors.

6. The lower forms in the secondary schools should not be required to follow a uniform curriculum. A curriculum that is suitable for Queens Royal College and St. Mary's is not totally adequate for Naparima (not because of race as pointed out in the Report.)

7. Education is administered by two independent bodies - one for Elementary Education and the other Secondary Education. Education should be administered by an Education Board, and the Chairman should be the Head of the Department of Education and should possess degrees from a University in the British Empire.

Educational Development-Trinidad and Tobago, Draft Plan 1967-1983

A report of some significance that followed the Marriott Mayhew Report and proceeded the Educational Development Draft Plan for Trinidad and Tobago, 1967-1983 was The Moyne Report in 1939. A significant part of the Moyne Report reiterated findings of the Marriott Mayhew Report of 1933 in respect to educational problems in the W.I. but at the same time did not fail to indicate the opposition and criticism levelled at some of the previous reports by the West Indian nationals in relation to the quality of education, the relevance of the curricula, and the importance of the various types of secondary schools as recommended by the various reporters and researchers.

The Trinidad and Tobago government continues their search for a relevant educational system and in April 1964 a UNESCO Educational Planning Team visited the island at the invitation of the Rt. Hon. Prime Minister Dr. Eric William. The UNESCO consultant was Dr. C.E. Gurr. In March 1967, outlines for a Plan of Educational Development in Trinidad and Tobago 1967-1983 was presented to the

Cabinet of the Trinidad and Tobago Parliament resulting in the following:

1. The principle of provision of general education for all children up to age 14 in two stages—namely, primary, followed by Junior Secondary, should be accepted;

2. The principle of provision of specialised education and training for a selected entry at age 15 into academic and/or technical courses should be accepted;

3. The selection of pupils at age 11-plus should be eliminated as rapidly as the resources of the country would allow of the expansion of opportunities for admission to Junior Secondary Schools;

4. Specialised training should be provided as far as possible for approximately 35 per cent. to 40 per cent. of the age group above 15 years, bearing in mind proposals for an education extension service for persons not attending a full time school;

5. Efforts should be made to achieve a fully trained teaching service by the year 1975 or as early as possible within available resources;

6. Facilities for middle and higher level technician training should be expanded;

7. The Library services of the country should be re-organized to provide the following:—
   (i) a National Library
   (ii) a Schools' Library Service
   (iii) a comprehensive Rural Library Service
   (iv) a school for library training

8. Adequate accommodation should be provided for the Archives and National Museum and a programme should be mapped out to effect improvement to the facilities offered by both these Institutions.

9. The Division of Culture should be reorganised to include its upgrading and expansion, and cultural Art Centres should be established;

10. The administrative structure and processes at the Ministry of Education and Culture should be revised so as to ensure that the Ministry could cope with the burdens imposed upon it by developments and changes;

11. The system of financing Education (in particular the grant of assistance to schools) and of budgeting for Education should be revised;

12. The curricula and syllabus used in the Education System at all levels should be brought into line with modern trends

and the needs of the country as a whole;

13. The present system of internal organization of the schools should be revised with a view of securing more efficient use of resources and greater effectiveness of the educational programme;

14. All extensions to the school system should be geographically distributed so as to equalize educational opportunities according to regions and so as to centralize and concentrate the more expensive higher Educational facilities, including Teachers' Colleges;

15. An Educational Publications Branch should be established in the Ministry of Education and Culture for the purpose of publishing text books and reading material;

16. An Educational Testing or Measurement service should be established for the purpose of constructing national tests for the new educational system;

17. A vastly expanded Educational Broadcasting (Television) service for use in school educational programmes, as well as "out-of-school" educational programmes, should be established.

What motivated Dr. Williams to request the services of UNESCO Educational team? The answer is an irrelevant educational system; growth, change and progress must be manifested in a vital and pragmatic educational system. Dr. Willimas and the Trinidad government decided to do something about educational imperialism and colonialism. Dr. Adiseshiah, Deputy Director General UNESCO, an economist, on December, 1966-January, 1967, while speaking in India said these words:

"But the function of education in national development in the considered view of a growing number of economists, and I happen to be one of them, does not end with the the contribution it makes to a nation's labor skills. It's role is even more crucial and decisive. There is indeed a striking concordance between the amount of national income which a country invests in its educational system, and the rate at which the national income grows. In countries as far apart and diverse as Sweden and Japan, Germany and Mexico, the U.S.S.R. and Israel, Czechoslovakia and Ghana, there seems to be more than an accidental or coincidental force at work linking high rates of educational investment and high rates of national income growth. Equally, a low rate of educational investment, such as is prevalent in India, Brazil, Greece, Ethiopia, Syria and Pakistan, for example, seems to be accompanied by a low rate of national income growth. Thus there is a strong historical presumption that the key to growth is the rate at which the educational investment of a country progresses or regresses".

Trinidad and Tobago need to continue to invest in Education or be prepared to die because of failure. As far as a relevant and pragmatic educational measurement device is concerned the UNESCO team while trying to soft peddle the atrocious situation, and at the same time maintain integrity in its proposal for efficiency and productivity recommended that urgent consideration be given to the following:

1. A new approach to Examinations is of course necessary. Examinations within the education system should amount to no more than a means of assessing progress and reinforcing what has been taught. Because of the very high degree of emphasis in Trinidad and Tobago society on objective methods of selecting persons for entry into jobs and into educational opportunity (secondary school, university places &c.), each examination, whether it be Common Entrance or General Certificate Examination or Technical, has assumed the proportions of a battle for survival.

2. Under the new system being proposed only the 11+ Exmaination should retain any of the present tension which surrounds examinations. In all other cases, it should be possible for persons to have further attempts (under the Educational Extension Service) at all these examination. In cases where as in some technical courses the examinations assume some previous exposure to a course of practical work there would be no obstacle to the repetition of the examination (as distant from repetition of a year in class) by the student who fails or is referred.

Primary Schools

3. It is envisaged that a testing service for Primary Schools be established for the purposes of research, national standardization and supervision and guidance both of schools and of pupils. Ages 9+ and 11+ are reasonable ages for this type of programme and the use of mechanical scoring aids can keep administrative costs down to a reasonable figure. There would be no social pressures surrounding the tests themselves although until 1971 when fairly free entry into Secondary Schools is secured there will continue to be some uneasiness attached to the Common Entrance Examination.

4. In addition to these nation-wide test there will be need for a pupil's record to be maintained from the time the pupil first enters the system, for teachers to be trained in the keeping and use of these records for some educational guidance and the development of special educational aid services designed to assist children in realising their full potential as far as possible (such aid services as advice to parents, medical attention, school meals, assistance to needy children &c. are now provided to some extent and additional assistance is envisaged in this plan but the point is made here in the context of the pupil's performances as recorded by the school which can be good indication of environmental and other circumstances conditions which need attention). In order to perform these services trained teachers

will be needed who are somewhat more free than they are now of some of the things which extensive use of television is designed to free them from.

Junior Secondary Schools

5. The testing service for the Junior Secondary Schools is expected to be principally a single far-ranging examination at age 14. All of this could be machine scored and the practical work requirement could be the subject of periodic reports which might be taken into consideration in a few borderline cases. Essentially the selection for schooling beyound 14+ will be objective.

Other Examinations

6. Two other examinations are the Technical Examinations (which are now being dealt with in an appropriate manner but which need to come under the umbrella of the Examinations and Educational Measurement Service) and the G.C.E. Examinations (control of which is expected to be transferred within the near future of the Caribbean). Jamaica has announced its own Secondary School Examinations whether or not the Eastern Caribbean participates and this is with a Secondary School system which does not produce as many "O" and "A" Level candidates as the Trinidad and Tobago system. Trinidad and Tobago should it appears continue to seek Caribbean-wide co-operation. However the possibility of a Trinidad Tobago G.C.E. should be kept as one of the remote last resorts. It is important to recognize that the cost to Government of local or Caribbean control of the G.C.E. will be slightly greater than the cost of the present system; but the foreign exchange problem will be reduced so that the society would lose less.

7. The recurrent costings include provision for an establishment for the Educational Measurement Service. As in the case of the G.C.E. where part of the fees now paid could be transferred to meet the cost of a permanent staff establishment so also could the cost of purchasing Common Entrance Test Papers be transferred to a local Tests construction and development unit. It would be unnecessary to argue further the point of environmental relevance and of import substitiution in favor of having these services performed locally as far as possible.

At this moment the Government of Trinidad and Tobago is indulging in another educational misinterprise by using the Trained teachers for the elementary schools in the country as recruits for teaching in the Junior Secondary Schools. These officers are given a few courses beyound their training college courses, but this ill-preparedness is of such magnitude that the Junior Secondary Schools are just buildings. A severe waste of human potentials and economic resources are the result of the lack of understanding of the basic purpose and function of the Junior Secondary Schools in relation to its philosophy, psychology, and the functional role of this type of school in the overall educational system and development of the human-being in society.

Barbados 1876, The Mitchinson Report

In 1876 the House of Assembly appointed Bishop Mitchinson as chairman of a commission to study and report on Education in Barbados. Of course, the Mitchinson commission was the creation of the House of Assembly. The following year the Colonial Office sent John Savage, the English inspector of schools for Jamaica, a crown colony to report on education in Barbados. Barbados resented Crown colony rule and so attacked Savage. However, the Mitchinson report is a Barbadian report, and reflects complacency.

Reflections and Trends in the Mitchinson Report, 1876

1. A public system of education must first concern itself with primary education.
2. The influential laymen show a lack of interest in Barbadian primary education.
3. Problems arise from the existing pupil-teacher-system, low salary, teacher-training poor, recruitment, poor inspection method, inadequate annual examination of the schools, irregularity in school attendance, attitudes resisting compulsory education and employment of students of school age.
4. Focus on building a stable middle class through education as is in England with a two-step ladder-second-grade and first-grade. This terms are used in reference to the time spent on academic instruction, not academic classification.
5. Oxford and Cambridge Universities should be open to the best students while possibilities exist for Codrington College, Barbados, to further its development from a theological college to a higher Education School offering University degrees.

British Guiana 1925, Major Bain Gray's Report

Major Bain Gray was the new commissioner of Education in British Guiana, and in 1925 he issued his first report on education in the island as he saw it, since he met

a system in existence. This report is an annual report and not the result of a special request. Major Gray carried the title of Director of Education and the Daily Chronicle stated, "Major Gray's report would never have seen the light of day; even if he had had the courage to write it."

Reflections and Trends in the Report of
Major Bain Gray 1925, British Guiana

1. The system is absolete.
2. The need for physical education and development of manual skills were neglected, although local conditions reveal a necessity.
3. The greatest evil of the education system is underpay of teachers and poor qualifications.
4. Lack of availability of technical and professional training facilities.
5. Severe administrative problems because of a dual control of education.
6. Neglect of local conditions and individual differences of students.
7. Apathy to reform in education-community, citizens and workers.

The Juvenile Population
Report 1677, Jamaica, W.I.

This report was requested by Governor Musgrave and it declares a cricis in education in Jamaica, and of course is highly critical of the system, and was presented in the few remaining years of the Crown colony government. The report emphasized that the juvenile population was in "a sad state of hopeless distress and idleness." The report resembles those submitted in England with reference to the very poor classes in England in the 19th century. Among the commissioners were the leading law officers in Jamaica-Chief Justice and Attorney General who were English men in the Crown colony government. However, the other members were Archdeacon Campbell, Dr. J. C. Phillippo and Rev. D.J. East. East was extremely provoked by the low level of morale and initiative on part of the population and so both Phillippo and East bitterly criticized the Crown colony system and opportunities for Jamaicans.

Reflections and Trends in the Juvenile Population Report 1879, Jamaica, W.I.

1. The commission found two groups of people in Jamaica-a respectable and prospering group and a young laboring force at a very low level of living.
2. The low level of living is common to estate labourers.
3. Compulsory education was recommended.
4. Government schools should supplement the existing system. The denominational system of education must include: (1) Government-grants-in-aid, (2) Government inspection, (3) Management, (4) Fees.
5. Teacher education and traning must be improved and a college for women should be constructed with emphasis on Infant Education.
6. Improvement in the Inspectorate is necessary and reports should become the public domain.
7. District Boards should function as a force to implement compulsory school attendance while respecting "the conscience clause."

Jamaica 1898, The Lumb Report

The inadequacies of education were again mercilessly attacked by The Lumb Report of 1898. Not unlike the earlier report of 1879, the leader of the Justice Department was Chairman and members of the commission for the first time were elected members of the Legistative Council. Since the American sugar-market was lost, the focus of the commission was to be on Economy and Efficiency. Judge Lumb wrote a minority report in which he attacked the "principle of compulsion" but that matter was settled there.

Reflections and Trends in The Lumb Report, 1898

1. The dual system of education is necessary.
2. Compulsory education should be enforced-6-12 years as apposed to 5-16 years.
3. Payment by results must be abolished and teachers must be given "a salary scale" and a pension scheme.
4. Inspectors must examine schools biennially and frequent visits are encouraged.

5. The existing curriculum was criticized and a new-curriculum was proposed with local orientation. Subjects studied were: Reading, Writing, Arithmetic, Geography, History, Sewing, Scriptures, Ethics, Grammar, Art, Music, Domestic Science, Physical Education, Biology, Composition and Dictation.

6. Teacher training should be improved in the quality of education, and physical efficiencies to function pragmatically.

7. The Training Colleges' curriculum is as follows:

Reading School Management Drill Agricultural Instruction Domestic Economy	To be extended
Composition History Geography Grammar Drawing	To be curtailed
Object Lessons Laundry Work Cooking Manual Instruction	To be introduced
Elocution Latin French Mechanics Instrumental Music Trigonometry Euclid Science Algebra	To be eliminated

8. Emphasis must be on a "functional education" for production as well as living as brothers in this world.

Report on Education:

Trinidad, Leeward and Windward Islands, and Barbados, W.I., 1933-The Marriott Mayhew Report

This report deals with educational problems in the West Indies, and was initiated by the British Colonial Office. Arthur Mayhew was a member of the British Advisory Committee on Education in the colonies and F.C. Marriott was Director of Education for Trinidad, W.I. Most of the writers of the reports were Englishmen and control was

always with the British Colonial Office.

In this report there is a devastating attack on the values and methods that are relevant to English education and irrelevant to education in the West Indies. Irrelevance in the areas of societal needs, economic productivity, education of students for a West Indian society as well as international concerns, and most of all "a total butchering of human resources." Other general objections centered on content and trends of education in the Jamaica society because they were obsolete in the British community. When the colonial and imperialistic governments started to be "honest and sincere" it was too late because distrust and repression was the key factors in the reason for the deplorable existing situation. West Indians were no longer going to put up with this sham but are ready to "Do it themselves."

Reflections and Trends in the
Marriott Mayhew Report, 1933

1. Primary education in the W.I. was the least progressive than anywhere in the British Empire.
2. Backwardness resulted from a lack of financial support.
3. Trinidad and Barbados possess superior educational systems in the West Indies, yet they all are not in very good shape.
4. Education is a community responsibility; there is an urgent need for progress.
5. Primary education is lacking (a) Expert advice and the necessary information on the subject (b) Uniformity in Standards (c) Trained teachers and demonstration schools.
6. A necessity for educational cooperation among the islands.
7. A central training college for teachers is a demand and should be in Trinidad because of her development.
8. Need for compulsory attendance in schools.
9. Concentrative governmental efforts should provide education for ages 6-12.
10. The Curriculum should be geared to the population of the students-rural and city.

11. The curriculum can consist of: English, Arithmetic, Agriculture and Hygiene. The purpose of the curriculum is to train the student for service to the society.

12. The relationships between School and Soceity should be the watch word of those involoved in supervision and teacher-training.

13. The quality of teachers will reflect the quality of society-pupil teachers should be paid in relation to their certificates acheived.

14. Salary increment should be provided for.

15. Secondary schools must be improved to form a new type-the Modern School-providing for general and practical education. The traditional school is called-The Classical School.

16. Certificates should be awarded at the completion of The Modern School at each level-The Junior Course and The Senior Course.

17. The value of education in both the Classical School and the Modern School is to be the same.

18. Centers must be established for the training in technical-vocational fields.

19. The future of West Indian secondary education depends on a large degree on the availability of University training and the achieving of University degress in respective areas.

20. However, education should serve the needs of society as well as the Individuals who comprise that society while recognizing the international demension of humanity.

Some Flashbacks

The British colonial government paid about £30,000 each year for their Negro Education plan for a period of five years. They withdrew after that time with a proportionate reduction. This benevolence ended in 1845. The British government made its first payment in 1835 and ten years later the West Indians were to solve their own salvation.

In all the reports studied there is one underlying truth-All students should be given a highly efficient elementary school education and some type of secondary education should be provided for the capable. In the more recent reports reference is common to University training for the survival and qualitative production of secondary school graduates.

Sad, but true, despite a great deal of rhetoric, the imperialistic external examinations from Cambridge and London Universities prevailed as the yardstick of secondary school success. Some authorities doubted if the "bookish, verbal, classically-oriented studies leading to the Cambridge examinations were the best preparation for the development needs of the West Indian Colonies."

Quite recently (1974) the Hon. Prime Minister Dr. Eric William of Trinidad and Tobago, W.I., made some comments as regards the students in the Trinidad high schools. In summary, he said, at the Caribbean Union College, Maracas, that the students of the secondary schools in Trinidad, W.I. were progressively performing extremely poor at the General Certificate of Education (GCE) Examinations, Ordinary Level. The problem is not the truth of Dr. William's statement, but the causes of the problem of poor performance. The major causes to poor academic performance are many and complex but the causes are always there, and the students should not be made the target of attack for an irrelevant system born and bred in a middle white class society. A key factor is Relevance.

History reminds us that the 20th century crisis of education and economics must be focused on relevance of a system with realistic goals. The external examinations are definitely a disguise in every respect of the old-colonial-imperialistic politics and policies. With the abolition of the British Slave trade in 1807 and emancipation of slaves in 1834 in the British West Indies, with the introduction of indentured-East-Indian labors into Trinidad and Guyana for sugar-cane cultivation a change in Master-Slave relations came about. How about the ex-slaves and those free indentured-Indians. Until today, not much has been done in way of a system, yet we have come a long way. To be free, an educational system must be designed for local needs and production as well as with universal concerns.

Reflective of the situation is a profile in the form of the following statistics:

University of London, England—General Certificate of Education,
Ordinary Level
Past Results of Examination—Overseas

Countries	June								1964			
	Eng. Literat.		Eng. Lang.		Biology		Spanish		Geography		Chemistry	
	Sat	Passed	Sat	Passed	Sat	Passed	Sat	Passed	Sat	Passed	Sat	Passed
Trinidad	684	22.5	3056	14.0	305	19.7	775	4.5	513	36.1	186	37.6
Barbados	108	18.5	234	4.7	58	10.3	44	11.4	34	29.4	26	7.7
Jamaica	107	36.4	1015	10.2	248	10.9	144	4.9	85	28.2	76	13.2
									1965			
Antigua	5	0.0	77	6.5	2	0.0	5	0.0	1	0.0	7	0.0
Trinidad	980	15.3	3764	13.8	447	20.6	1021	4.4	807	36.1	340	25.0
Barbados	156	5.1	456	6.8	89	19.1	56	1.8	54	29.6	51	21.6
Jamaica	92	27.2	1486	12.0	447	12.8	176	3.4	129	15.5	129	10.9
									1966			
Antigua	7	0.0	84	9.5	4	25.0	2	0.0	3	33.3	8	12.5
Trinidad	410	24.5	5656	13.6	871	28.4	1508	9.9	1192	30.5	476	21.2
Barbadoa	162	16.2	523	14.0	146	20.5	83	7.2	79	34.2	47	21.3
Jamaica	113	23.0	1629	9.3	480	17.5	223	18.4	181	17.7	157	29.9
									1967			
Trinidad	1879	32.3%	6248	21.6	963	35.2	1633	17.7	1148	19.3	624	18.3
Barbados	252	29.0	808	19.9	231	24.2	91	6.6	119	15.1	81	17.3
Jamaica	140	20.0	2128	12.3	621	17.4	239	7.1	235	24.7	213	16.0

									1968			
Antigua	17	14.2	100	4.0	8	12.5	2	0.0	5	20.0	11	36.4
Trinidad	1954	20.6	6568	13.9	1257	20.1	1513	12.0	1150	30.6	690	40.0
Barbados	390	22.3	945	21.7	241	4.1	147	8.8	105	14.3	104	25.0
Jamaica	143	15.4	2369	20.1	743	12.8	275	5.8	283	15.9	261	32.6
									1969			
Antigua	16	25.0	181	13.3	14	50.0	3	0.0	10	20.0	15	46.7
Trinidad	1456	18.5	5831	12.3	1225	22.7	1407	9.0	1170	27.1	743	30.0
Barbados	345	16.2	752	13.6	191	10.5	172	7.0	146	15.1	79	16.5
Jamaica	82	12.2	2284	12.2	723	14.8	202	3.0	235	8.9	270	22.6
									1970			
Trinidad	1431	19.6	5812	10.9	1141	19.5	1195	5.1	976	31.0	440	8.4
Jamaica	121	13.2	2207	13.8	750	8.9	121	6.6	234	30.3	200	5.0
S.T. Kitts and Nevis	24	25.0	229	11.8	105	17.1	6	33.3	15	40.0	4	0
									1971			
Trinidad	1333	22.4	5636	17.3	1173	12.2	-	-	859	28.1	395	15.2
Barbados	403	28.0	945	26.2	203	5.4	-	-	139	20.1	42	7.1
Jamaica	149	2.0	2286	18.9	730	6.4	-	-	204	31.9	180	10.0
									1972			
Trinidad	1398	14.4	7374	16.9	1482	10.3	1448	10.7	1257	33.0	452	13.7
Barbados	530	14.7	1207	18.2	216	14.4	206	14.1	227	33.0	65	18.5
Jamaica	200	20.5	2786	17.7	783	5.7	116	7.8	260	26.2	157	19.1
									1973			
Trinidad	1333	21.0	7306	21.8	1496	20.8	1428	12.9	1195	31.9	546	22.2
Barbados	353	28.3	52	7.7	304	14.5	165	8.5	167	26.3	87	21.8
Jamaica	186	12.9	3162	18.0	782	7.2	102	9.8	259	19.3	190	15.3
									1974			
Trinidad	1542	20.0	7092	20.0	1376	22.2	1197	13.3	1275	28.2	542	27.2
Barbados	462	12.9	954	18.8	246	19.5	199	4.5	192	25.0	82	20.7
Jamaica	218	29.8	3741	17.9	1015	10.4	81	21.0	341	11.1	206	18.0

Characteristics of a Meaningful Curriculum

Curriculum planning and development is a dynamic process and as such is never static, yet that does not mean that changes and modifications are the result of whims and fancies or doing something different just to be different. The process takes into consideration the dynamic factors and institutions that are responsible for the profitable and meaningful functioning of society both pragmatically and ideally from the standpoint of the Individual and Society.

A meaningful curriculum will possess the following general characteristics which can be further broken down into more specific tennents:

1. Maximum opportunities for the learning and development of each student-values, aspirations, etc.
2. Opportunities for the range of ability of each student-needs and interests.
3. Adequate and relevant measuring instruments for diagnostic purposes, evaluation, progress and motivation while keeping with the philosophy of the school, community and nation.
4. Conformity of hypothetical standard should be discouraged and "individual development" encouraged.
5. Full utilization of learning resources and experiences should be encouraged.
6. The aims of the school should be balanced in relation to the Individual student and society.
7. Systematic planning and organization along with evaluation should be highly encouraged if "relevance" is to be maintained.
8. School and society are interelated and the aims of the school as reflected through the curriculum should be meaningful to the students as the most important agent in the educative process as well as in society.
9. The maturity and level of readiness of each student should be key factors in the curriculum planning, teaching, and learning process.
10. Flexibility in all areas of curriculum planning should be main-

tained for efficiency in production, (1) Philosophy, (2) The Student, (3) Social Influences, (4) Aims and Functions of the School, (5) The Structure of Knowledge, (6) Process of Learning or Psychology of Learning.

11. Curriculum planning always be plan oriented and goal directed.

12. "Human potentialities" should not be wanted but directed into worthy channels through academic counseling.

13. Curriculum development must foster the fact - A student who is really educated is self-governing and naturally he will be honest, mannerly, and possess the virtures of service, worth, wisdom, ethics, and spiritual values.

14. Life is education and the expression of individuality is the acme of all educational interprise -formal or informal, institutional or private.

15. No Student is a failure; the failure is the meeting of the agents involved-The student and his environment are of great importance; (a) the environment can promote the full development of the student, (b) or destroy the development of the student to the degree beyond repairs.

16. Curriculum like all aspects of life possess a structure - a structural manifestation in relation to the functioning and interrelationships of functions in any living form-man, animal, and plant life.

17. Reality is the perceptual field of the individual; changes in behavior can only result through changes in the perceptual field.

18. The individual is the center of his ever changing experience; he strives "to behavior" in a way to satisfy his needs or goals.

19. An individual behaves in relation to "his self-concept."

20. Student-centered classrooms are most productive.

Conclusion

The British West Indies and her educational problems are the result of a colonial-imperialistic mentality. The late Wendell Willkie, American candidate for the Presidency saw the problem and said,"The Four Freedoms will not be accomplished by the declarations of those momentarily in power. They will become real only if the people of the world forge them into actuality."

An examination of the curricula in the educational system of the British West Indies reflects that the subject matter is unrelated to the daily lives of the students. Dr. Eric Williams putsit this way, "The educational system of these countries violates the fundamental principle that education should proceed from the known to the unknown, from the village to the great wide world, from the indigenous plants, animals, and insects to flora and fauna of strange countries, from the economy of the village and household to the economics of the world. . . . These features are most pronounced on the secondary level, where the curriculum has been copied from foreign models. . . . The situation in the British colonies is aggravated by the fact that the secondary schools take examinations set in England by English examiners. Instead of the curriculum determining the examination, the examination determines the curriculum..... the examination incubus becomes heavier because the examination is external to the country itself. The curriculum becomes still more unsuitable to the colonial climate where the teaching is conducted in a foreign medium.

A Student who specializes in curriculum development cannot help, but conceed to the fact that the superficiality of the British West Indian secondary schools is the resutl of the British inperialistic governance of the rule of the External examinations of Cambridge and Oxford Universities, England. The examinations are set by

examiners from the respective Universities in England and the secondary school curricula are determined by the contents of examination. One reporter commented, "the whole focus of teaching . . . appears to be directed towards the benefit of the comparatively few children who are capable of reaching the standards prescribed by these Examinations." While another reporter commented, "more than half the pupils leave school having failed either to take or to pass these examinations." A West Indian terminal examination for secondary school students must replace the External Examination of Cambridge and London, England.

Dr. Eric Williams wrote in his book, Education In The British West Indies (1968), a very outstanding passage in relation to this issue. He said;

The system of external examinations should be abolished. This system, under which the Oxford and Cambridge examining syndicates excerise jurisdiction over the secondary schools, has been the object of increasingly severe criticism in England itself during the last quarter of a century. The most recent attack comes from a report of the Committee of the Secondary School Examinations Council appointed in 1941. The report disagrees with the oft-repeated dictum that external examinations can follow curriculum; the time lag is too long and the ruts grow too deep. In the view of the Committee, "the time has passed when such guidance and direction of their work as teachers need can best be given by means of an external examination; to retain a profession in leading strings is to deny it the chance of growing up to responsibility, with resulting harm to itself and to those who depend upon its services. The examination in its present form is having a cramping effect upon the minds of teachers and pupils." If there must be a school examination at the age of 16, the Committee continued, "we think that ideally the examination is best conducted by the teachers themselves as being those who should know their pupils' work and ought therefore to be those best able to form a judgement on it . . .; it will be increasingly difficult to reconcile an external examination at 16 with the full realization of the aims of the schools and with enjoyment of that freedom which will then be led to be a vital necessity."

It is self-evident that the system of Oxford and Cambridge examinations works greater harm in the British West Indies than in Great Britian. It is one of the prime reasons for that British West Indian tradition whereby the local product is depreciated and the foreign make conveted. No modification of the examination to suit local needs will do. External examinations are out of relation to the needs of vocational education, and, as the report of the Committee of the Secondary School Examinations Council puts it, "so inimical to the character and future development of the Modern School as to be unthinkable." As has been recommended in Ceylon, the government should cease subsiding secondary schools in the British West Indies which prepare their students for external examinations. Secondary schools in the British West Indies should set their own school-leaving examinations. These should be supplemented, for applicants to the civil service, by appropriate vocational tests for which a Civil Service Commission should be responsible. But if any certificates are required for matriculation purposes by the British West Indian University, those examinations should be set by the British West Indian University.

Meaningful objectives in curriculum development as the instrument to a fruitful life must recognize: (1) individual development-mind, spirit and character (ethical and moral), (2) development of society-all societal institutions (education, politics, economics, religion) focused on production and development in light of local conditions and culture with world-wide concerns. This must be the number one priority for survival for a country or nation. Independence means to be able to meet your own needs personally, family-wise, community-wise, nationally, and internationally as opposed to being a slave or puppet for the survival of others through exploitation, imperialization, and the master-slave psychology. The master-slave or master-servant psychology is beautifully and dramatically portrayed in the classical work of Goethe entitled, Faustus. Of course, Faustus tragically transgressed the bounds of Christianity in search for ultimate power over man and the universe. It is not disappointing to find that he lost his Soul to the Devil, his Master. Faustus was exceptionally well educated but he lacked the humility to the gates of wisdom; imprisoned himself in eternal bondage and slavery, and reflected that the instrument of education led to the lost of Dr. Faustus' Soul, his doom and dam nation. Religion warns us, and specifically The Holy Bible (Authorized King James version) records the following:

> Hear, ye children, the instruction of a father, and attend to know understanding. For I give you good doctrine, forsake ye not my law. For I was my father's son, tender and only beloved in the sight of my mother. He taught me also, and said unto me, Let thine heart retain my words: Keep my commandments, and live. Get wisdom, get understanding: forget it not; neither decline from the words of my mouth. Forsake her not, and she shall preserve thee: love her, and she shall keep thee. Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding. Proverbs 4: 1-7

Definition of Terms

Some terms listed here may not have appeared in the paper but are most essential for in-depth understanding.

Curriculum Engineering - This concept represents the overall system of curriculum and of course its dynamics - all the necessary stages of development and processes essential in making a curriculum fully functionable in the schools. It is that organized and structured body that is responsible for the efficient working of a curriculum system.

A Curriculum System - This is not unlike other systems in the sense of decision making. This system is action - oriented in respect to the functions of the school curriculum. The system functions in (1) producing a curriculum (2) implementation of the curriculum and (3) appraisal and evaluation of the total curriculum and system. The system - analysis approach is used in the curriculum system in the ofrm of (1) Input (2) Processes and contents for the maintenance of the System (3) Output -- The output of the system reflects the curriculum and of course the overall system.

Curriculum - A curriculum is the fruit of the process of curriculum planning. It is a plan for a total school or a division of a school as an entity in itself. e.g. middle schools, elementary school etc. In this sense a subject-area cannot be reflective of the virtues of the concept "Curriculum." e.g. English curriculum, geography curriculum. A school subject is not a force that beans on the total functioning of the school, and as such must exists as a program in the overall curriculum or can function as a chapter in the overal system.

Curriculum Design - A curriculum design reflects contents, arrangements of contents and the overall appearance of the picture called curriculum design. Some common concepts in curriculum design are "subject-matter." "goals," "outcomes," "contents," "concepts," "skills," "behaviors" "instructional objectives," "values," "sequence," "vertical articulation," "scope," "horizontal articulation," "cummulative," "spiral," and "product."

Unique Type Design - Unique design qualities of a curriculum design takes its name from the dominant emphasis or controlling factor in development. Curriculum types are: "core," "student-centered," "subject-centered," "experience-centered," "integrated humaristic," "culture-epoch," "activity," and "structure-centered."

Curriculum Plan - This is the mapping out in advance of the necessary designs for learning opportunities.

Curriculum Guide - A curriculum guide is a written curriculum plan geared to give guidance to instructional personnel in development of learning experiences. This may include such concepts as scope, and sequence of the curriculum, courses of study at various levels, and subject areas, units of work in learning situations, resource units, guidelines and syllabuses etc.

Curriculum Guide - A curriculum guide is an informal document for instructors that generally contains (1) aims and goals of instructions (2) content (3) learning experiences (4) objectives (5) teaching instruments and aids (6) evaluation techniques

Course of Study - A course of study unlike a curriculum guide is a formal outline of content area to be covered in a subject, a group of subjects or a particular grade level.

Crown Colony - An imperial power ruling through the Crown. Britian made Trinidad, W. I. a Crown Colony to be sure she can govern without the impediment of local elected assemblies (1897). The executive council and the legislative are equally nominated by the authorities. This is the life in a "degrading tyranny." James Anthony Fronde arrived in Trinidad in 1887, and was famous for his imperialistic outlook as can be found in his account, The English in the West Indies which affords a most significant insight in the official British mentality.

Secondary Education - Strange as it may seem, even in 1944 there was no generally accepted concept of secondary education. Interested parties, both professionals and laity, interpreted it in terms of traditional practices, particular vested interests, and stereotyped habits of thought. Just as the Schools Inquiry Commission had recommended in 1868 that Latin should be included even in the curriculum of their proposed third-grade schools with a leaving age of 14-15, so in 1944 many people assumed as a matter of course that the new compulsory secondary education for every pupil would be that currently practiced in the secondary grammar schools, even though 'every pupil' now meant every pupil down to the intellectual level of the just-not-certifiable-feeble-minded! Looked at from this point of view the assumption is patently absurd. Indeed, the existing grammar-school regime seems unsuitable for some of the pupils already in it, to say nothing of the large majority of pupils of secondary-school age who are not considered to be grammar-school type. (A. Hinsent, The Principles and Practice of Teaching Method, 1968)

Principles of Teaching-School, 1950)

Secondary education, as the term implies, is a special phase or part of total education. It is essential that it is not thought of as something apart from or different from the total process involved in education. The fundamental processes of learning are the same irrespective of age. Whatever appears to suggest differences is due to modification in emphasis of the process or to a shift of the direction of purpose. (Nelson L. Bossing, Principles of Secondary Education, 1955)

"Secondary education" denotes the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand the elementary school no longer constitutes a satisfactory environment, and who on the other hand are either not yet prepared to participate effectively in society unguided by the school, or are not ready for the specialized work of the professional schools or the upper division of the liberal arts college. (Committee on the Orientation of Secondary Education, Issues of Secondary Education. Bulletin of the Department of Secondary School Principals, 1935)

Secondary education has been defined as any schooling given between the chronological ages of twelve and twenty. It has also been defined as all schooling of adolescents. The former definition is not acceptable to many because of disagreement as to what ages to include, and the latter definition does not clearly define secondary education because adolescence is not a sharply devided period with fixed limits. A complete definition must include these as well as a statement of aims, functions, services, and subjects taught. The elementary school gives instruction in the fundamental skills which are essential for citizenship and everyday living, while in secondary education the student explores various fields of knowledge and acquires further tools for the solution of problems or as preparation for advanced learning. (Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education, 1949)

Whatever the definition or design of secondary education may be, the basic concern must focus on "freedom" of the students in the classroom in helping them to realize that their choices of educational opportunities and achievements are based on what they can do, what they want to do, and what they are genuinely interested in doing. The goal of education for freedom is freeing the individual to be himself, not alienated, but helping the individual to find meaning, satisfaction, joy, a sense of achievement, and developing a productive mind in a choice made by the individual himself with focus on his well-being. In this way Education for Freedom is promoting peace in behavioral terms and eliminating frustration perpetuated by "competition" as opposed to "cooperation." "Cooperation" is the medium of promoting the "excellence" in each individual-

an excellence for self-fulfillment as well as for the fulfillment of society.

CSE - This is an examination for the sixteen year old students at the end of the fifth form in the high schools in England. The Certificate of Secondary Education (CSE), is designed for students of average ability and the examination is more broadly based than the General Certificate of Education Examination (GCE). It often involves the submission of students' work. The basic philosophy of this examination is effective teacher control of syllabus content, examination, and examining techniques.

Comprehensive Schools - This is the most recent pattern of organization of schools in England. This type of school attempts to cater to all social classes on levels of ability within one educational institution.

Eleven Plus Examination - This is an external examination, now discontinued in England. It is given at the end of primary school, when students are about eleven years of age. This examination is a selective device for screening students into grammar or technical school.

External Examination - This examination is one administered by examining bodies external to the school. Most of the examining bodies are normally associated with universities.

Form - The term form is specifically used in the British secondary schools, of which there are six forms. This is the equivalent of the Grades 7-12 in the American high schools.

GCE - This is the General Certificate of Education Examination. This certificate is granted after successfully completing the Ordinary or Advanced Level examinations.

Grammar Schools - These are public supported schools that provide an academically oriented education. Grammar schools are now under severe attack as a force incompatible with its own elitism.

NATE - This is the National Association for the Teaching of English in England, a recently formed equivalent of the NCTE in the United States of America (USA).

Ordinary Level Examination - This is an examination for students sixteen years of age, generally taken at the end of form five. If the students are successful, an Ordinary Level General Certificate of Education is awarded.

Schools Council - This is the general agency appointed to work with the Ministry of Education in England, to provide leadership in curriculum development.

School-teacher based Examination - This examination advocated that evaluation of students' work be made by the teacher, who knows the students, who can evaluate them over a length of time. The use of different types of examinations can be made as need arises.

Trinidad, West Indies - The term Trinidad, West Indies, as used in this research paper included Tobago, which is politically considered a constituency of Trinidad.

British West Indies - Comprise those islands (as referred to in this research) in the West Indies which are (and were) under the rule and government of the Government of England by virtue of being a British colonial possession either by conquest or acquisition.

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